Welcome 4-H Leaders!

Welcome to the “Discovering Teams” project. There is lots of information, fun facts, and hands on activities that covers the basics of how teams work. This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. In short, all the information and tools necessary to make this project a rewarding one for you and your members.

In this project, members will examine, by learning to do by doing, parts of effective teams, trust, how to deal with conflict, personal roles, and effective teamwork skills. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about teams and how they work. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections. An excellent resource with alternative activities is the 4-H Fun Pack available at MAFRI Offices/Centres.

Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!” “Do it!” and “Dig it!” Below is a description of each.

**Dream it! Plan for Success** - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

**Do it! Hands on learning** - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

**Dig it! What did you learn?** - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
# What Skills Will The Member Learn?

Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

**To complete this project, members must:**
- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Plan and complete the Showcase Challenge
- Complete the Portfolio Page
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

<table>
<thead>
<tr>
<th>Skill Builder 1</th>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
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</table>
| TEAM POWER      | • Understand what makes a good team  
• Conduct an interview and capture information  
• Present ideas and listen to others  
• Work as a team to create and perform | • Partner Interviews  
• Team Skit | 5 6 |

<table>
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<th>Skill Builder 2</th>
<th>Members will be able to...</th>
<th>Activities</th>
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| TRUST ME        | • Understand trust  
• Take care of others, being trusted as a leader  
• Trust others | • Guided adventure | 10 |

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<tr>
<th>Skill Builder 3</th>
<th>Members will be able to...</th>
<th>Activities</th>
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| SAY WHAT?       | • Understand different styles of dealing with conflict  
• Deal with conflict  
• Have difficult conversations  
• Understand the benefits of the Win Win approach | • Harmony sock creation and puppet show | 18 |

<table>
<thead>
<tr>
<th>Skill Builder 4</th>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
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</thead>
</table>
| The ME in TEAM  | • Understand individual importance and how that impacts team success  
• Understand the concept of personal responsibility and how that impacts team success.  
• Contribute to team initiatives | • Group Juggle  
• Innies and Outies  
• Balloon Tower | 23 25 25 |

<table>
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<tr>
<th>Skill Builder 5</th>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
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</table>
| WORKING TOGETHER| • Understand the value of working together  
• Demonstrate team skills  
• Problem solve, communicate, make decisions, and listen | • Water Tower Construction Challenge | 30 |

When members successfully complete their builders, they will showcase what they have learned.

<table>
<thead>
<tr>
<th>Showcase &amp; Portfolio</th>
<th>Activities</th>
<th>Page</th>
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</table>
|                      | • Explain success in using the skills listed above  
• Showcase Challenge  
• My Portfolio Page | 33 35 |

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MANITOBA AGRICULTURE, FOOD AND RURAL INITIATIVES GRAVELY ACKNOWLEDGES THE SUPPORT OF Agriculture and Agri-Food Canada  
Agriculture et Agroalimentaire Canada
Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

Explore - each project series has is one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

Discover - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

Master - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the high-light of their 4-H year.

Have fun and thanks for your belief in young people!
Skill Builder 1: Team Power

Skills Checklist

- Understand what makes a good team
- Conduct an interview and capture information
- Present ideas and listen to others
- Work as a team to create and perform

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Teams</th>
<th>Any group of people involved in the same activity, especially referring to sports and work.</th>
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<tbody>
<tr>
<td>Interview</td>
<td>A formal meeting or conversation in which facts or opinions are sought.</td>
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Background for Leaders

There are many kinds of teams and most people belong to a few. Sports, business, school, community, and family all function well because people work in teams.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream it!

Partner Interviews

Activating Strategies

This interview process has been designed to allow members to think about the best teams they have experienced and reflect on what made these teams so great. It is a simple but effective technique that will have them focus on the positive aspects of teams, connect them to the topic through the memory of some personal team experience, and allow them to start to identify characteristics of a positive team that makes sense to them.
Directions as found in the Member Manual:

- Find a partner and a quiet space for your interview.
- One of you will need to be the interviewer and the other will need to answer the questions.
- As the interviewer, ask the question as it is written on the paper and then take notes (on a separate paper) from your partner’s answer. You don’t need to write everything down, just the main messages and ideas.
- Once you have gone through all the questions and made your notes, switch roles and give the other person a chance to interview you. You should take about 10 minutes per interview.

You can give more time if you think the group will use it. This format of interview discussion creates great discussion and you don’t want to cut it short.

**Interview Questions:**

1. Tell me a story about a time when you were part of a great team?
2. What made the team so great?
3. What did you do to help make it so great?

- Come back together as a group ready to share your ideas.
- Identify one member to take notes on a flip chart so as ideas come up, they get captured on a list.
- Sitting in a circle, take turns sharing the highlights of your interviews. After telling a short version of the story you heard (your partner can make sure you got it right) share the big ideas about good teams that you captured in your interview notes.
- By the time everyone has shared, you should have a big list of ideas about what makes a good team.

This list will provide a great foundation for the next builders in this project and a powerful reference in general. Take a picture of it or copy it down and then distribute the list at the next meeting. It would be great to have this list taped into the members booklet. It could also stay up on the wall in the meeting area so that during future meetings, it can be reviewed as to what this 4-H team might strive towards as you develop this group into a great team.

**Do it!**

**Team Skit**

**Activity Goals**

- To explore, understand, and act out characteristics of a strong team
- To work together as a team to create a skit and perform
- To practice leadership, communication, presentation, and organization skills
- To present ideas in a fun and creative medium

**Age Considerations**

Great for all ages.
Time Required

- 45 minutes for skit prep and 20 minutes for skits, although this is adjustable. The more time you give the group for preparation the more complex the skits will be.

Equipment / Supplies

- Pens and paper for taking notes
- Skit props: hats, old shirts, scarves, fun jackets, wigs, sunglasses, etc. You could also collect miscellaneous items from around the house or shop and see what kind of creative uses the members find for them. Some ideas might be tools, toys, balls, bags, musical instruments, art supplies, old sheets, sports equipment, etc.

Safety Considerations (Physical, Emotional, Environmental)

Ensure that everyone has a role for each team. Support appropriate content. Support those that struggle speaking or presenting in front of a group. Be creative at finding everyone a role to contribute.

Instructions

- Explain that you are now going to be writing and performing skits about teams.
- Point out that each group will need to work as a team to complete this activity.
- Split the members into theatre groups of equal size.
- The groups will need to find a space away from the others to brainstorm and write their skit. Before writing the skit, the first team task is to review the list of strong team characteristics. From that list, they will need to choose the 3 which are the most important. This should be a good discussion and you don’t need to come to complete consensus.
- With these 3 ideas as themes, the groups are to create their skits remembering to use lots of creativity and any of the props provided (the props can be shared between the groups and used for each skit as it’s presented).

Photos or video would be a fun way to capture this activity for their Showcase challenge!

Dig it!

Discuss the following questions with the group.

- What was it like deciding which themes to use?
- What were some of the strengths your skit team demonstrated? (take a look at the list)
- What lessons about teams really stood out from watching the other group’s skits?

Take a minute…think of a team that you are on. How can you bring these lessons to that team?

What’s next?

The topic of trust is next. Ask the members to think about the people they trust and why before the next meeting.
In the Member Manual

Skill Builder 1: Team Power

The mighty TEAM

One benefit of being on a team is that it allows you to accomplish more than you could if you were working on your own. That is if the team is working well together. This builder is all about what it takes to make a team a good team.

GO TEAM GO!

SKILLS CHECKLIST

- Understand what makes a good team
- Conduct an interview and capture information
- Present ideas and listen to others
- Work as a team to create and perform

Dream it!

Partner Interviews

- Find a partner and a quiet space for your interview.
- One of you will need to be the interviewer and the other will need to answer the questions.
- As the interviewer, ask the question as it is written on the paper and then take notes (on a separate paper) from the answer. You don’t need to write everything down, just the main messages and ideas.

#1 Tell me a story about a time when you were part of a great team?
#2 What made the team so great?
#3 What did you do to help make it so great?

- Once you have gone through all the questions and made your notes, switch roles and give the other person a chance to interview you. You should take about 10 mins per interview.
- Come back together as a group ready to share your ideas.
- Identify one member to take notes on a flip chart so as ideas come up they get captured on a list.
- Sitting in a circle, take turns sharing the highlights of your interviews. After telling a short version of the story you heard (your partner can make sure you got it right), share the big ideas about good teams that you captured in your interview notes.
- By the time everyone has shared, you should have a big list of ideas about what makes a good team.

None of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful.

-Mother Teresa

Do it!

Team Skits

- Split into 3 or 4 groups. These will be your acting teams.
- Using the list that the whole group came up with, decide which 3 are the most important ideas. This in itself is a good test of teamwork! Practice respectful idea sharing and gooo listening.
- With these 3 ideas as a theme, create a skit demonstrating what a good team looks like.
- Use lots of creativity and any of the props provided. Have fun and enjoy each other’s skits.

Bees!

Bees are really important creatures! I am not just saying that because I am a bee! They help by pollinating plants like flowers in your garden or fields of agricultural crops, and of course they make honey. Yum! Bees live in really big groups in hives. Sometimes there can be thousands and thousands of bees living in just one hive! But did you know that each hive is really a great big team? Every bee in a hive has its own special job. The queen lays the eggs that become more bees. The drones fertilize the queen’s eggs so that they can grow. The workers do all kinds of things: they find food, tell other workers where the food is, collect it and bring it back to the hive. Each of these jobs is really important. Without all of the team members doing their own special jobs, the hive would not survive. Without the queen, no eggs would be laid. Without the drones, no eggs would hatch. Without the workers, none of the bees would have any food. And without this teamwork, we wouldn’t have any honey!

Dig it!

Discuss with group:

What was it like deciding which themes to use?
What were some of the strengths your skit team demonstrated? (take a look at the list)
What lessons about teams really stood out from watching the other group’s skits?

Take a minute… think of a team that you are on. How can you bring these lessons to that team?

Take a picture or copy the list for future reference

What’s next?

The next builder will be looking at the topic of trust. Think about the people you trust and why.
Skill Builder 2: Trust Me

Skills Checklist

- Understand trust
- Take care of others, be trusted as a leader
- Trust others

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Have members use their own words to increase their understanding.

<table>
<thead>
<tr>
<th>Trust</th>
<th>Confidence or reliance on the integrity, strength, ability, or surety, etc., of a person or thing; confident expectation of something; hope. The obligation or responsibility imposed on a person in whom confidence or authority is placed: a position of trust.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide</td>
<td>To assist (a person) with advice.</td>
</tr>
<tr>
<td>Leader</td>
<td>Any person or thing that leads or conducts others. The one who goes first.</td>
</tr>
</tbody>
</table>

Background for Leaders

Many leadership and team models stress that Trust is the foundation to any high performing team and to any strong relationship. As a team member and a leader, understanding what trust is and how to foster it is a crucial skill to develop.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream it!

Activating Strategies

Use the following questions from the members manual to introduce the concept of trust and get the discussion started. This personal frame of reference will help them begin to explore their understanding of the topic.

- Think about the people that you trust. Why do you trust them?
- Now think about the people that you do not trust. Why don’t you trust them?
Review and discuss each of the four statements (as listed in the Member Manual):

- Learning about people helps you relate to them and understand a bit more about where their actions might be coming from. This helps develop a relationship and an understanding of how they might see the world.

- Actions speak louder than words. When someone acts in a kind way, is respectful, tells the truth and tries hard, it’s easier to trust them. If you have lots of good experiences with this person, your trust will grow even stronger.

- Knowing that someone is really trying their best helps because then if they make a mistake (and we all do) or make someone upset, you know that it was not on purpose. This is one of the most important things for developing and keeping trust alive.

- Find things in common with others like ideas, beliefs, and interests. When you have similarities with another person it makes the relationship easier. When you find the things that are different, it’s important to respect and celebrate what makes each person special and unique.

Do it!

Guided Adventure

Activity Goals
- To share an experience with a partner that depends on trusting one another
- To trust your partner and be trusted
- To create an opportunity to practice trusting and reflect on what makes it easy and hard to trust others.
- Have some fun with challenge and risk in a safe environment

Age Considerations

Good for any age although with younger and more “active” groups the course needs to be simple and very safe. Once you have tested your groups capacity for safe play increase the difficulty and challenge. The consequence of an un-attentive leader should not be an unsafe situation for the follower. Design an increasingly challenging course, not an increasingly risky course.

Time Required

Dependant on group size, course difficulty, and how many variations you want to explore with the group. Time may range from 30 minutes to 1.5 hrs

Equipment / Supplies

- One blindfold for each group member. These can be strips of cloth, black garbage bags cut into strips or any other material that can safely cover the eyes and be tied behind the head. Instead of folding the materials to increase thickness, try cutting the materials wide and then pulling the ends to “scrunch” up the front over the eyes. It makes a nice thick blindfold.
- Obstacle course. This is dependant on your location and facility. Use what you have and add to it. Chairs, tables, books, magazines, jackets, bags are good stuff that you might want to have around. Add some balls, ropes, hoola hoops, etc. to jazz it up. If you have access to a gym, use mats and other equipment. Leave the room and head down the hall and up the stairs. If you are outside you can use trees, trails, tables, stairs, etc... Be creative and make it fun and challenging, but always consider safety!
Safety Considerations (Physical, Emotional, Environmental)

- Members may feel uncomfortable with the blindfolds on. Remind them they can stop and remove it if they feel the need. Challenge them to look at other ways to feel comfortable and safe before resorting to taking off the blindfold. (ie. do they need to go slower? Do they need more information from their leader?)
- Remind the leader to take this seriously. Leading their partners into a pole or off a curb might seem funny to them at first but their partner can get seriously hurt doing this AND they will instantly lose trust in the leader (real trust will be lost between the two). This is important to point out before it happens.

Instructions

- Explain that you will be going on a Guided Adventure and that your first task as a team will be to set up a safe obstacle course.
- Once the course is set up (start easy) get the pairs to decide who is going to be the leader and who is going to be the follower in the first round.
- The person being led will wear a blindfold. If they are not comfortable with this, they can just close their eyes.
- Explain that it’s the guide’s job to lead their blindfolded partner safely through the course. They must take this job seriously as they are being trusted to keep their partner safe!
- As a group, decide if the leader is allowed to touch the blindfolded partner or if they can use words only. (or come up with other ways for them to lead safely)
- Take turns or head off in groups if the course allows. As a leader, monitor things closely and don’t hesitate to call out for a group to stop if you see a safety concern. Be calm (so as not to alarm) but firm and fix the problem before allowing the pair to continue.

Discussions / Comments

- It’s fun to allow the members to make observations about the other groups.
- Once the pairs have been working together for a few rounds, switch the groups (but remember the new pair will have to establish their own system of communication and their own sense of trust).

Processing Prompts

- What did it feel like to be guided? What did it feel like to lead?
- What did the guide do to make you feel safe and comfortable? Did that help you trust them?
- What does trusting your leader allow you to do as a follower?

Use these prompts after a few rounds so that the group can learn and go back and apply and practice what they have observed.
Variations

As a group, go through the variations listed below and decide which ones you would like to try (these are in the Member Manual). Discuss with members the changes and adaptations that will be necessary for the variations to be successful.

- Try using no sounds at all, just hands on the leader’s shoulders
- Make the course more difficult
- As a team, try carrying one blindfolded person around the course
- Safely go as fast as you can
- Make a line with the leader at the front. With blindfolds on, and hands on the shoulders of the person in front of you, go for a team walk. Take turns leading, (talking and no talking)
- Try using only words to guide, no touching (just spotting)

Dig It!

Use the following statement from the members manual for a short debrief (a lot of debrief and processing takes place throughout this activity). This simply provides a space to anchor some of that learning in their booklets.

- Now that you have had the chance to practice trust skills, identify three important lessons you learned about trust.

What’s Next

The next builder deals with conflict. One of the activities will be to create and use sock puppets. Have the members bring a sock for this purpose.

Have them bring any other supplies that would be good for making a puppet (yarn for hair, eyes and buttons, material, beads, mini-hockey sticks, eye patches, etc.). Also, it would be great if they could bring enough to share some with others.
In the Member Manual

**Skill Builder 2: Trust Me**

**Do you trust me?**

Trust is the foundation of a strong relationship. A leader needs the trust of the team if they are to be successful. Without trust, a team will not get very far. We all have people we trust and some who we may not trust so much. How is trust built and how is it lost? In this builder, have fun discovering a few new things about trust. Trust me!

**SKILLS CHECKLIST**
- Understand trust
- Take care of others, be trusted as a leader
- Trust others

**Important words**

Watch for these important words throughout this builder:
- Trust
- Guide
- Leader

**Dream it!**

**Discussion**

Think about the people that you trust. Why do you trust them?

Now think about the people that you do not trust. Why don’t you trust them?

**Discover**

- Learning about people helps you relate to them and understand a bit more about where their actions might be coming from. This helps develop a relationship and an understanding of how they might see the world.

- Actions speak louder than words. When someone acts in a kind way, is respectful, tells the truth and tries hard, it’s easier to trust them. If you have lots of good experiences with this person your trust will grow even stronger.

- Knowing that someone is really trying their best helps because then if they make a mistake (and we all do) or make someone upset, you know that it was not on purpose. This is one of the most important things for developing and keeping trust alive.

- Finding things in common with others like ideas, beliefs, and interests. When you have similarities with another person it makes the relationship easier. When you find the things that are different, it’s important to respect and celebrate what makes each person special and unique.

**Guided Adventure**

- As a team, set up a safe obstacle course.
- Working with a partner, decide who is going to guide first and who is going to be led.
- The person being led will wear a blindfold. If they are not comfortable with this, they can just close their eyes.

- It is the guide’s job to lead their blindfolded partner safely through the course. Take this job seriously, their safety is in your hands. They are trusting you to keep them safe!
- As a group, decide if the leader is allowed to touch the blindfolded partner or if they can use words only. Or come up with other ways for them to lead safely.

After each person has had the chance to be the leader and the follower, have a short discussion using the following questions:

- What did it feel like to be guided? What did it feel like to lead?
- What did the guide do to make you feel safe and comfortable? Did that help you trust them?
- What does trusting your leader allow you to do as a follower?

**Let’s have another go!**

Make some of the following changes and try again. Try practicing the lessons that you learned from the first round and see if it helps with trust.

- Make the course more difficult.
- Safely go as fast as you can.
- Try using no sounds at all, just hands on the leader’s shoulders.
- Make a line, with one leader at the front. With blindfolds on, and hands on the shoulders of the person in front of you, go for a team walk. Take turns leading.

- As a team, try carrying one blindfolded person around the course.
- Try using only words to guide each other.
In the Member Manual

Anti-bullying Teamwork: A “Sea of Pink”

David Shepherd and Travis Price were two grade 12 students at Central Kings Rural High School in Cambridge, Nova Scotia. They rallied behind a new boy in the school that was bullied for wearing a pink polo shirt on his first day of school. David and Travis purchased 75 pink shirts for the guys in the school to wear. They encouraged all of their classmates to help them with their cause to create a “sea of pink”. The next day hundreds of students showed up wearing pink. As more students found out about the cause, more students wore pink. This pink protest soon drew national and international attention. Many other schools began to have their own pink protest days. The Nova Scotia government proclaimed that the second Thursday in every new school year would be: Stand Up Against Bullying Day.

Dig it!

Now that you have had the chance to practice trust skills, identify three important lessons you learned about trust:

1.  
2.  
3.  

Teamplayer: One who unites others toward a shared destiny through sharing information and ideas, empowering others and developing trust.

- Dennis Kinlaw

What’s next?

Next meeting we are going to discover the tricks to having difficult conversations.

For one of the activities you will need to bring a sock that you can make into a puppet.

Bring any other supplies that you think would be good for making your puppet extra cool! And bring extra stuff to share if you can!
Skill Builder 3: Say What?

* This builder can be completed over one or two meetings*

Skills Checklist

- Understand different styles of dealing with conflict
- Deal with conflict
- Have difficult conversations
- Understand the benefits of the Win Win approach

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Here are some examples of how to use the “important words” to increase the members understanding:
- Ask members to form a mental image of the new word.
- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>When what I want doesn’t match with what you want.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoiding</td>
<td>I am out of here!</td>
</tr>
<tr>
<td>Competing</td>
<td>I am not giving up this fight!</td>
</tr>
<tr>
<td>Compromise</td>
<td>I’ll give a little and you give a little!</td>
</tr>
<tr>
<td>Collaborating</td>
<td>How can everyone get what they want? (The Win-Win)</td>
</tr>
<tr>
<td>Accommodating</td>
<td>It’s ok, go ahead and have your way.</td>
</tr>
</tbody>
</table>

Background for Leaders

Conflict is present in all situations where you have people working together. It’s part of human nature and it is natural. A good team is one that deals with this conflict effectively and sees it as an opportunity to learn and problem solve by sharing ideas to find better solutions. There are a lot of skills that leaders need to know when dealing with conflict.

This builder introduces the 5 main modes (styles) of dealing with conflict and gives members a chance to play around with their proper application in a fun and creative way.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
The important message here is that each mode has pros and cons. A good leader / team member can move back and forth between modes and use the one that is most appropriate for the situation. If an individual tends to use one mode more than the others, that is usually a sign that they need to do some work on their conflict skills, simply because that one mode will not always be the best choice.

In the Dream It! section in the members books they are asked to identify examples of a situation that would match each mode. Here is a list of examples for the leader to use to help get things moving.
When to use:

Avoiding
- When people are upset and things need to cool off a bit (come back to it later)
- If the other person is being very rude and not willing to listen to your perspective
- If safety is an issue
- If you really don’t care about the situation in the first place
- If the situation cannot be made any better by having the conversation
- When you need to get more information about the situation
- When others can solve the conflict more effectively

Competing
- In situations of safety (not willing to let people get hurt)
- In situations of quality or standards that cannot be compromised
  (you will not accept low standards or poor quality)
- In situations where your deep beliefs or values are being threatened
  (like racism, sexism, bullying)
- When a solution needs to be reached quickly

Compromise
- When it’s ok to get some of what you want or need because you want to make the other
  person happy as well
- When both people are ok with agreeing on a middle ground
- When both people have very different needs of equal importance
- When you are willing to come up with a short term solution to a complex problem
- When you did not have time to come up with a Win Win
- If competing or collaborating just did not work

Accommodating
- When the you don’t care very much about the situation
- When you realize you are wrong
- When you care more about the other persons’ happiness
- When you want to do someone a favor
- When it really doesn’t matter to you, but it is really important to the other person

Collaborating
- When you both think what you want is really important
- When you both want the other person to be happy
- When you are not willing to compromise what you want and neither is the other person but
  you still want to work it out and find a solution that will make everyone happy

Once the members understand the right application of each mode have them come up with a
story / scenario that goes with it.

- An example is on the following page
Example:

**Avoiding:** when someone needs to cool off and when someone else can better deal with the situation.

**Scenario:** My sister and I are having a loud argument about a toy we both want to play with. When I start to suggest that we could share it (Win Win) or take turns (collaborate) she gets super upset and starts calling me names and yelling. I don’t want to be around that or be yelled at. She’s a bit scary when she gets that way. She can play with the toy for now (it’s not that important and it will still be there when she’s done with it). Later when she has cooled off I will ask again. If she freaks out then I will ask mom for some help figuring this thing out.

Imagine daily conflicts and figure out what modes would be best to deal with them. As a group, try to come up with an example for each mode.

**Do It!**

**Harmony Socks and Conflict Skits**

**Activity Goals**
- Understand and practice the proper use of different conflict modes
- Create an expressive puppet for use in a skit
- Work as a team to create and perform a skit
- Be comfortable talking about conflict and demonstrating different situations where it occurs.

**Age Considerations**

All ages will have fun with this activity. Younger members will need some help understanding the modes so use examples and keep it simple.

**Time Required**

(This can be done over one or two meetings) Total of 1 hour or spread out over two meetings. See variations below.

**Equipment / Supplies**

This will depend on your desired length and how elaborate you want to get.

**Harmony Puppets**
- Socks for puppet bodies (members should bring their own sock). Have some extra just in case.
- Variety of supplies for decorations: Buttons (eyes, nose, ears), googly eyes, yarn for hair, materials for clothing and hats, beads for jewelry, black markers, etc.
- Fast drying glue or glue gun, needle and thread

**Stage**
- Wood or cardboard
- Saw or scissors
- Glue, tape, glue gun, staple gun (depending on materials you choose)
- Material for curtains
- Dowling or stick for curtain rod
- Needle and thread for top of curtain, or stapler (to loop curtain over rod and allow it to slide)
- Paints, markers, etc.
Safety Considerations (Physical, Emotional, Environmental)

- Supervise members if using sharp tools. Teach them proper handling and safety techniques.
- Ensure that skit content is appropriate and does not use real people or real situations as examples.

Instructions

- Explain to the group that they will be building Harmony Puppets and using them in the skits they will be creating.
- The skits will be dealing with conflict situations. The Harmony Puppets will be the actors. While they are making the puppets they should also be thinking about situations for their skits.
- Once the puppets are ready and some kind of a stage is prepared (could be as simple as a table lying sideways), split the group into theater teams and give them a specific time limit to create their skit.
- The skit must show the puppets in a conflict situation and then demonstrate how they use a particular mode to properly deal with the conflict.
- You may want to have each group come up with one detailed scenario, several shorter ones, or one story with several conflicts. Resolving a variety of conflicts will allow them to observe the different modes in action. Think it through ahead of time and figure out what will work best for your situation.
- Clarify that they do not have to choose the correct mode right away. Some struggle and drama is always good. The characters can learn from making mistakes. In the end we want to see one of the modes used successfully.
- Have fun!

Suggested Variations / Age appropriate Variations

This is a great builder to spread out over more than one meeting. Make the puppet creation and skit activity into a real production. You can also think about ways to take the message out to the world. Maybe do show for a local day care, the elementary school, or junior members.

The short version might be one meeting with simple puppet creation for 20 minutes, simple skit creation for 20 min, and a short skit presentation 10 -15 minutes.

The longer version could have one meeting for elaborate puppet creation and stage building (cardboard with decorations or even wood and cloth for curtains then this can be kept or donated to the local daycare or youth center). The second meeting can be used to create the skits and present them with props and complex stories. Puppet creation and stage building 1.5 hrs. Skit creation, practicing and presenting 1.5 hrs.

You may also consider writing the skits first and then creating the specific characters and props.

Do you want to videotape the shows for your showcase challenge?

“Win-Win is a frame of mind that constantly seeks mutual benefit in all human interactions. Win-Win means that agreements or solutions are mutually beneficial and satisfying.”

-Stephen Covey
Dig it!

Use the following questions for a group discussion.

- Is there any one mode that was easier to act out? Why might that be?
- Why is it good to know about the different ways you can deal with conflict?

Have members take some notes in their manual.

- Think about a conflict situation that you have had. What mode did you use?
- Was that the best mode for that situation? What modes would work?
- In real life conflict situations do you tend to use one mode more than another? What does it matter?
- What are you going to do in the next conflict situation now that you know about the different modes?

A win-win-win solution!

A long time ago in Germany, three farmers shared a big field. Although they were friends, they could not agree what crop to plant in their field. One wanted to plant wheat, one wanted to plant beans, and the third wanted to let the field lie fallow. They were good friends and did not want to fight, so they sat down and talked until they came to an agreement. Splitting the field into three parts, they planted winter wheat in one part, spring beans in another, and they let the third part lie fallow. And every year they rotated the fields and crops. This way they all got what they wanted, the harvests were better than if they had only planted one crop, and the fields had a chance to recover and improve. It was a win-win-win solution to their problem!

What’s next?

To prepare for the next builder, ask members to interview a friend or a family member and have them tell a story about a time when they personally contributed to the success of a team.
In the Member Manual

Skill Builder 3: Say What?

Sometimes talk gets tough!

Every leader and every team eventually has to deal with difficult conversations. But that’s ok because it’s natural to have disagreements and have to work things out. In fact, that’s how you share ideas and come up with the best ones. For you to be a successful leader on a team, you have to get good at having those tough talks. Once you have it figured out, those talks can be the best way to get things done. Say what!

Skills Checklist
- Understand different styles of dealing with conflict
- Deal with conflict
- Have difficult conversations
- Understand the benefits of the Win Win approach

Dream it!

“Conflict”

When what I want doesn’t match with what you want

Check this out! There are lots of ways to deal with conflict.

A chart has been created for you to look at. Each style, or mode, has its strengths and weaknesses. The better you are at matching the right mode to the right type of conflict the more successful team member you’ll be.

Beside each circle, write down an example of a situation that would match that mode.

Getting what you want

Getting Along

Getting what you want

I am not giving up this fight (competing)
I’ll give a little and you give a little (compromising)
I am out of here (avoiding)
How can everyone get what they want? (collaborating)
The Win-Win
It’s ok, go ahead and have your way (accommodating)

Important words
Watch for these important words throughout this builder:
Conflict, Avoiding, Competing, Compromising, Collaborating, Accommodating

Do it!

Harmony Sock

Let’s have some fun with conflict!
- First you need to build your Harmony Sock.
- Once your puppets are completed, split into groups.
- In your group, come up with a story about conflict.
- Make your stories entertaining but remember to be respectful.
- Have your puppets act out how they are going to deal with this conflict by choosing the best mode.
- Enjoy the show!

Dig it!

Discuss with your group
- Is there any one mode that was easier to act out?
  Why might that be?
- Why is it good to know about the different ways you can deal with conflict?

Take some notes

Think about a conflict situation that you have had. What mode did you use?

Was that the best mode for that situation? What modes would work?

In real life conflict situations do you tend to use one mode more than another? What does it matter?

What are you going to do in the next conflict situation now that you know about the different modes?

A Win-Win-Win Solution!

A long time ago in Germany, three farmers shared a big field. Although they were friends, they could not agree what crop to plant in their field. One wanted to plant wheat, one wanted to plant beans, and the third wanted to let the field lie fallow. They were good friends and did not want to fight so they sat down and talked until they came to an agreement. Splitting the field into three parts, they planted winter wheat in one part, spring barley in another, and they let the third part lie fallow. And every year they rotated the fields and crops. This way they all got what they wanted, the harvests were better than if they had only planted one crop, and the fields had a chance to recover and improve. It was a win-win-win solution to their problem.

What’s next?

Before you meet again, ask some friends and family to tell you a story about how they personally contributed to the success of a team. What did they do?
Skill Builder 4: The ME in Team

Skills Checklist

- Understand individual importance and how that impacts team success
- Understand the concept of personal responsibility and how that impacts team success.
- Contribute to team initiatives

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Ask for sentences that "show you know." When members construct novel sentences they confirm their understanding of a new word. Have members use as many terms per sentence to show that connections can be useful. Members can also create impromptu speeches using these terms.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>The state of being responsible, accountable, or answerable, as for a trust, debt, or obligation. The state or fact of being responsible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>A single human being, as distinguished from a group.</td>
</tr>
</tbody>
</table>

Background for Leaders

The saying “there is no I in team” is a catchy play on words that teaches the importance of team members acting in the best interest of the team, not themselves. This is still a very important concept. However, there is the chance that individuals loose sight of the fact that they are still responsible for their individual efforts, actions, and attitude and that it’s those individual factors that will determine the level of how they contribute to the overall success of the team. So we say “there is a ME in team”. Many models call it “individual accountability”. In this builder we call it simply responsibility. This builder allows members to explore and experience this important concept leading to team success.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
Dream it!

Activating Strategies

- Last builder we asked members to go to family and friends and collect examples of when they contributed to the success of a team. Start this builder with a circle discussion to share some of the stories they collected.
- Continue the discussion with the following questions from the Member Manual:
  1. Do you have any stories of your own contributions to a team?
  2. Why are you important to the success of that team?
  3. What are you responsible for?

Do it!

Group Juggle

Activity Goals

- To experience a fun group challenge with a focus on individual responsibility
- To experience and discuss how individual action impacts (and is crucial to) team success
- Focus, communication, problem solving

Age Considerations

Great for all ages. Younger members may find it easier to use larger, more catch friendly objects.

Time Required

20 - 30 mins for the activity with several rounds and some short discussions.

Equipment / Supplies

- Objects suitable for playing catch. The same number as the people in the group.
- Add some strange items for fun (rubber chicken, stuffed animal, water balloon (if outside), basketball, etc.)

Safety Considerations (Physical, Emotional, Environmental)

- Be sure to manage the throwing style so that the objects do not fly too fast or hit members in the face. Underarm throwing is the best option. That can be a rule if necessary.
- Choose safe objects for throwing.

Instructions

- Have members stand in a circle
- Ask if anyone knows how to juggle. If anyone does, give them a chance to show the group. See if anyone else wants to try. Have some fun with this to start, but do not get caught up teaching members how to juggle. Save that for another day.
- Ask what it takes to juggle. (focus, coordination, practice, a system, etc.)
- Now announce that you think everyone here can juggle 5 balls or more. What do you think? Do you want to try? The catch: To do so, they must work as a team.
Here’s how it works:
- Start off by establishing the juggling order. Pick someone in the group (across
  the circle). Say their name and when they are ready, toss them the ball.
- Once they catch it, they choose the next person (not right beside them), say
  their name, and toss the ball to them (so they can catch it). This continues un-
  til everyone has caught the ball once and thrown it once. A great trick to
  knowing who has not been thrown to yet is to have them cross their arms
  once they have received and thrown the ball.
- Members need to remember this order as it will stay the same for the rest of
  the activity.
- The last person to get the ball throws it back to the leader and completes the
  juggle.

Now you have the order figured out, let’s juggle!
- Practice that a few times until the group can do it quickly without dropping the ball and
  everyone knows the order.
- Now start adding balls, one round at a time. Announce that a successful juggle is one where all
  the balls go around the group (in order) and none are dropped. This is the goal and the group
  should do their best.
- If a ball does drop, it’s no big deal, just pick it up and get it back into the order where it was
  dropped.
- Once you hit 5 balls announce that everyone in the group as now juggled 5 balls. Tricky hey?
- Now challenge the group to see how many they can juggle. Try to get close to the same
  number as the number of people in the group.

Processing Prompts
Between each round ask the group how it’s working. Focus on what people are doing that is
helping the group succeed.

Dig it!

Use the following questions from the members manual to lead a group discussion:
- What was it like when the balls got flying? What happened when you added more?
- What things did people do that made it possible to juggle in a group?
- What things did you do? What were you responsible for?
- How did you “show up” in this activity? (which means how were you acting as a group
  member and contributing to the success of the team)

Think about this saying: “when you take care of the throw, the catch takes care of itself”

Now ask the members these questions (it’s in their manual): What does that mean for this
activity? What might that mean to working on a team?

The insight that this question is looking to highlight is that if every individual is trying their best to make
sure their throw is the best possible and therefore ensuring their team mate the best chance of success,
the whole team will have the best chance of succeeding. If you only look after the catch (your success)
those throws are going to be pretty lousy and the whole system will fail. Even if you make your catch
(because you are looking out for yourself, your throw is going to be hard to catch and that will result in
dropped balls, no group juggle, and ultimately team failure.) So it’s about individual responsibility to act
with best effort, in the best interest of the team. Make sense? If you can explain this clearly and then play
another round or two, it’s a powerful learning metaphor.
Take notes

Have members answer the following statement from their booklet. (this can be done before or after the additional two activities)
- Complete the following sentence with three different answers:
  “When working together on a team it’s important for me to…”

More Team Fun

Use these two additional team activities (Innies and Outies & Balloon Tower) to practice individual responsibility in contributing to team success.

Innies and Outies

Instructions (from the Member Manual)

1. Form a circle
2. Count off 1,2,1,2,1,2…
3. Find a way for everyone to lean over without moving your feet or falling.
   - Hint: Look at the shape around these words.

Give the team time to figure this out but just in case, here is the solution. You need an even number so the leader can play or not, depending on the number in the group.

- If the group holds hands, they can use each other for support. You need everyone to participate and commit to the process for this to work. Each individual is important to the team’s success.
- Have the 1’s lean out and the 2’s lean in. Tada! That’s the trick. Try it a few times until it’s really smooth and they can get a good lean going.
- Safety note: Watch that people don’t stretch too much and strain themselves. Start with a small lean and figure out the members limits. Also watch that you have an open area to do this so that if someone slips, they don’t bang into something.
- Have the numbers switch leaning directions.

Balloon Tower

Have the members read the instructions and run this challenge themselves. It’s pretty simple but lots of fun. And it provides another great teamwork challenge with a strong message about individuals contributing to team success.

Safety Considerations:

- Be sure to check with the group for latex allergies before using balloons.
- Watch that members don’t put themselves or others at risk when trying to raise the height of the structure
Geese

Why do flocks of geese fly in a big “V”? They do this because they are a team! In the V, the goose at the front does the hardest work, and all of the other geese benefit from this hard work. But did you know that they take turns at the front? When the lead goose gets tired, he takes a break and moves to the back and another takes his place. When that goose gets tired, she moves to the back and another takes her place. And so on. By sharing their work in this way, the whole flock is able to fly faster and farther than any one goose could do alone!

Leader’s Notes:
In the Member Manual

Skill Builder 4: The ME in Team

M and E Spell ME

Have you heard the old saying “there is no I in Team”? It means that if you are only looking out for yourself your team is not going to do very well and you will be a poor team player. Well there is a ME in Team and this builder is all about understanding your responsibility as a team member and how you really do affect the success or failure of your team. They can’t do it without you, so team up!

SKILLS CHECKLIST
- Understand individual importance and how that impacts team success.
- Understand the concept of personal responsibility and how that impacts team success.
- Contribute to team initiatives

Dream it!

In a circle share the stories that you heard when you asked family and friends how they personally contributed to the success of a team. Do you have any stories of your own contributions to a team? Why are you important to the success of that team? What are you responsible for?

“When it comes to factors affecting success, your attitude is the one thing you have complete control over. So make it a good one!”
- Mick Laux

Do it!

Group Juggle (details in leaders manual)

As a group, juggle as many balls as you can while dropping as few as possible. Work to see an improvement in process and performance in each round. Learn from your mistakes and apply the lesson to each next round. Have fun!
- Get into a circle. Does anyone know how to juggle? Show the group what you can do.
- Now you are all going to juggle together. It takes concentration and focus but it can be done.
- Figure out your order and take a few practice rounds with one ball.
- Now add more balls and see what happens! Good luck.

Important words
Watch for these important words throughout this builder:
Responsibility, Individual

Geese

Why do flocks of geese fly in a big “V”? They do this because they are a team! In the V, the goose at the front does the hardest work, and all of the other geese benefit from this hard work. But did you know that they take turns at the front? When the lead goose gets tired, he takes a break and moves to the back and another takes his place. When that goose gets tired, she moves to the back and another takes her place. And so on. By sharing their work in this way, the whole flock is able to fly faster and farther than any one goose could do alone!

Dig it!

Discuss as a group
- What was it like when the balls got flying? What happened when you added more?
- What things did people do that made it possible to juggle in a group?
- What things did you do? What were you responsible for?
- How did you “show up” in this activity?

Think about this saying: “when you take care of the throw, the catch takes care of itself”
What does that mean for this activity? What might that mean to working on a team?

Take notes
Complete the following sentence with three different answers:
When working together on a team it is important for me to...
1. ____________________________
2. ____________________________
3. ____________________________

GET ON LINE!
To find out about some team volunteer opportunities check out the Manitoba Youth Volunteer Opportunities Program website at: http://www.myvop.ca/
More Team Fun!
Try these fun stunts that depend on everyone doing their part and contributing what they can. Without you, the team is less. Be the ME in team and the whole team wins!

Innies and Outies
1. Form a circle
2. Count off 1, 2, 1, 2, 1, 2...
3. Find a way for everyone to lean over without moving their feet or falling.
Hint: Look at the shape around these words.

Balloon Tower
1. Everyone blow up 5 balloons and take 10 pieces of tape.
2. Working alone, build the tallest freestanding tower you can in 2 minutes.
3. With the same amount of fresh resources, everyone contribute what they can to make the best tower ever!
Hint: 2 mins x # of people =?
5 balloons x # of people =?
10 tape x # of people =?
good ideas x # of people =?

What’s next?
Your next and last builder brings it all together. You will get to practice all of your new team skills and work together to accomplish a challenge. Get your team building skills ready, you don’t want to miss this construction project!
Skill Builder 5: Working Together

Skills Checklist

- Understand the value of working together
- Demonstrate team skills
- Problem solve, communicate, make decisions, and listen

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include;

- Teach synonyms by providing a synonym members know.
- Also, teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires members to evaluate a word's attributes. Invite students to explain why it is not an example.

<table>
<thead>
<tr>
<th>Reflect</th>
<th>To think seriously. To express carefully considered thoughts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>Cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause or goal.</td>
</tr>
</tbody>
</table>

Background for Leaders

The concept is quite simple. By working together as a team, we can accomplish more than if we worked alone. This builder provides the chance for members to practice all of the team skills that they have discovered in the previous builders of this project.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream it!

Activating Strategies

The dream it section provides a series of questions that will help the members be very deliberate about how they would like to have the team perform. The questions touch on many of the ideas from previous builders.

“The individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work.”

-Vince Lombardi
Use these from the Member Manual and come up with your own to help them prepare for this last team challenge.

How will we share ideas?  How will we listen?
How can we include everyone?  How do I want to contribute?
How will we deal with conflict?  How will we come up with a plan?
How will we be the best we can be?

Do it!

Water Tower Construction Challenge

Activity Goals
- To practice team skills using a fun and challenging team project
- To emphasize collective problem solving, group process, and teamwork

Age Considerations
Good for any age. Material choice and construction design will differ depending on age of members.

Time Required
1 hr - 1.5 hrs

Equipment / Supplies
- Several big boxes of Popsicle sticks per team
- Masking tape. One roll per team
- Water balloons (small and large sized balloons)
- Towel for emergency clean up

You may want to include other creative supplies as well such as extra balloons, string, pipe cleaners, wire, toothpicks, paper, cups, cardboard, etc. Using simple supplies allows members to use their collective creativity to build.

Instructions
- Divide the project group into two teams (if needed).
- Present them with the challenge of building a water tower. If there are multiple teams, each team should have a different challenge.
  - Challenge 1 is to make a tower that is as tall as possible (at least 3ft) This team gets a small water balloon.
  - Challenge 2 is to build a tower that can support a large (heavy) water tank. This team gets a big and heavy water balloon.
- The final tower must be freestanding and stable, with the balloon firmly supported at the top.
- Hand out equal amounts of equipment to each team.
- Set a time limit for the building.
- Encourage members to share ideas and resources between each other and between teams if necessary.
Discussions / Comments

Choose appropriate building sites in case one of the balloons breaks during construction.

**Dig it!**

Use the following directions from the members manual to lead a discussion on how the activity went.

- As a group, use the Dream It! section to reflect on how the building activity went.
- Did your team work the way you wanted? Is there anything you would do differently next time?
- Can you identify all the ways your team was successful?
- What was the benefit of working with a team to build your tower?

Get a picture of each tower and print off copies for members to put in their manuals.

**Leader’s Notes**
In the Member Manual

Skill Builder 5: Working Together

Better together!

A good team can accomplish more than any one of its members alone. Understanding this is what makes teams so important and powerful. If everyone has the team’s best interest in mind, you can accomplish amazing things. When the team wins, you all win!

SKILLS CHECKLIST
- Understand the value of working together
- Demonstrate teamwork
- Problem solve, communicate, make decisions, and listen

Dream it!

In this builder you get to be a player on this team. This is chance to practice all of the skills you have learned in the past builders. So take a moment to yourself and make a few notes about the way you would like to see your team working together. When you are done, share a few of these ideas with the group.

How will we share ideas?
How will we listen?
How can we include everyone?
How do I want to contribute?
How will we deal with conflict?
How will we come up with a plan?
How will we be the best we can be?

“Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work.”
- Vince Lombardi

“A boat doesn’t go forward if each one is rowing their own way.”
- Swahili proverb

Important words
Watch for these important words throughout this builder: Reflect, Teamwork

Do it!

Water Tower Construction Challenge
- Your challenge is to build a water tower with the materials supplied.
  - If you have a large project group, divide yourself into 2 teams. Team 1 will be designing the tallest freestanding water tower possible. Team 2 will be designing a very sturdy tower that will be holding a large amount of water.
  - If you have a small project group, work together as a team to design the tallest freestanding water tower possible or a sturdy tower that will be holding a large amount of water. Be clear on your goal before you start!

A long time ago, the Chinese emperor Acai had twenty sons, each one of whom was strong and skilled at fighting. Each had his unique expertise. When Acai was very ill, he called all of his sons together and asked each one of them to give him one arrow. He then said to his younger brother, Mu Liyon, “Please take one arrow here and break it.” Mu Liyon easily broke the arrow. Acai then said, “Please take nineteen arrows here and break them.” Mu Liyon could no longer break the bundle of arrows. Acai said, “Now do you understand? One arrow is very easily broken, while a bundle of arrows is hard to break. As long as all of you work together with one heart, our kingdom will be stable.”

Dig it!

As a group, use the Dream It section to reflect on how the building activity went. Did your team work the way you wanted? Is there anything you would do differently next time? Can you identify all the ways your team was successful? What was the benefit of working with a team to build your tower?

What’s next!

The Showcase Challenge is next! This will give you a chance to utilize all of your new skills and knowledge!
Showcase Challenge

Have members use their Member Manual to help them in organizing what they have learned. The form of the showcase challenge can vary according to the wishes of the leaders and member’s. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.

Showcase Challenge

Bringing it all together!

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

Dream It!

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a pamphlet
- Give a speech
- Use your new skills to help with the Club Achievement plans
- Make a poster or display
- Make a computer presentation (e.g. PowerPoint)
- Write a report
- Or come up with your own idea. It is up to you and your leader!

My Showcase Challenge Plan

My showcase idea: ____________________________
______________________________
______________________________
What materials and resources do I need? ____________________________
______________________________
______________________________
Who do I need to help me? ____________________________
______________________________
______________________________
When do I need to have things done by? ____________________________
______________________________
______________________________
Do It!

Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig It!

Now that you have showcased your project skills:

- How did your Showcase Challenge go?

- What would you do differently next time?

- How will you use your new skills in the future? (in different situations!)
Portfolio Page

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the portfolio page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. They will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If the leader thinks that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

My 4-H Portfolio Page

Name: __________________ Date: ___________ Year in 4-H: _____
Club: ___________ Hours Spent on 4-H: ______ (Project and Other 4-H Activities)

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to...</th>
<th>We know this because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Understand what makes a good team&lt;br&gt;• Conduct an interview and capture information&lt;br&gt;• Present ideas and listen to others&lt;br&gt;• Work as a team to create and perform</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td>2</td>
<td>• Understand trust&lt;br&gt;• Take care of others, be trusted as a leader&lt;br&gt;• Trust others</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Understand different styles of dealing with conflict&lt;br&gt;• Deal with conflict&lt;br&gt;• Have difficult conversations&lt;br&gt;• Understand the benefits of the Win Win approach</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• Understand individual importance and how that impacts team success&lt;br&gt;• Understand the concept of personal responsibility and how that impacts team success.&lt;br&gt;• Contribute to team initiatives</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Understand the value of working together&lt;br&gt;• Demonstrate team skills&lt;br&gt;• Problem solve, communicate, make decisions, and listen</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments/Activities:

Leader Point of Praise!

I am most impressed by...

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature: ___________________________
Above and Beyond!

In addition to project skills, 4-H also increases skills in meeting management, communication, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.

(Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

**Feeling Free to add additional pages that include awards, certificates, news clippings, photos or other items that describe your 4-H involvement.

Member Point of Pride!

What I learned…

What I need to improve on…

What I want others to notice…

Member’s Signature: __________________________

Point of Praise! Another’s perspective on your achievements in 4-H.

(community professionals, MAFRI staff, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by…

I believe that you have learned…

In the future I encourage you to…

Signature: __________________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
**What is 4-H?**

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today's 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

**4-H Motto**

“Learn To Do by Doing”

**4-H Pledge**

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

**4-H Quality Equation Principles**

**Quality People**
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

**Quality Experiences**
- Provide members with personal development and skill development experiences.

**Quality Projects**
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.